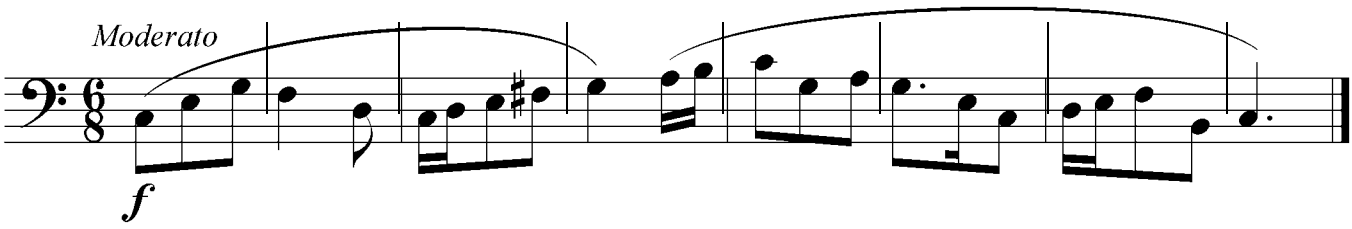
AP® MUSIC THEORY
2010 SCORING GUIDELINES

Question S2



SCORING: 9 points

Use EITHER the regular scoring guide OR one of the alternate scoring guides, whichever gives the higher score.

I. Regular Scoring Guide

- **A.** Score 1 point for each segment (i.e., each half-measure) correct in pitch, rhythm and tempo (0–8).
- **B.** If at least one segment is correct using **I.A.**, add 1 point for a complete response that has no hesitations or restarts (=overall flow; the "flow" point).
- **C.** Record any score of 4 or higher and move to the next tape/CD.
- **D.** If the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (NB: Do *NOT* award the "flow" point in the alternate scoring guide.)

- **A.** If a student sings many of the pitches correctly but is consistently inaccurate in rhythm, you may determine holistically to award up to 4 points for pitch.
  OR
- **B.** If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may determine holistically to award up to 2 points for rhythm.

III. Other Scores with Special Meanings

- **1** This score may be given to responses that have two or more redeeming qualities (e.g., retention of the tonic pitch and singing the melody with a correct contour; persistence alone is *not* a redeeming quality).
- **0** This score is for responses that have no redeeming qualities (or only one) but demonstrate an attempt to sing.
- **—** The dash is reserved for totally irrelevant responses and blank tapes/CDs.

Notes:

- **A.** If a student restarts, score the last *complete* response, but do *not* award the "flow" point.
- **B.** Grade from the tonic established by the student. However, credit any exactly transposed segment approached by the correct interval. In other words, *any segment entered correctly (by the correct interval) is eligible for the point.*
- **C.** If the student changes tempo and continues in the new tempo, do not credit the segment where the change occurs, but credit the ensuing segments.
- **D.** The last note must be held at least to the attack of the final eighth note of measure four for that segment to receive credit.
- **E.** Ignore any use (correct or incorrect) of syllables, letter names or numbers, as well as expletives, giggles and the like.
- **F.** Refer often to the posted instructions concerning problem tapes/CDs.
- **G.** If you try both regular and alternate guides, record the higher of the scores.
- **H.** Scores from one guide may *not* be combined with those of another.
- **I.** Listen beyond the end of the performance to ensure that the student made no additional response.

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AP® MUSIC THEORY
2010 SCORING COMMENTARY

Question S2

Overview

The intent of this question was to test students' ability to:

- sing a major melody in bass clef;
- sing in compound meter;
- sing arpeggiated triads;
- perform basic chromaticism;
- sing a variety of skips, such as the diminished fifth near the end;
- sing a variety of rhythmic patterns; and
- perform proper resolution of the leading tone.

Sample: S2A
Score: 8

This represents a very good response. The first seven segments are sung with correct pitch and rhythm, so 1 point was awarded for each. The final segment is correct in pitch, but the duration is too short to earn credit. Because the melody is sung with no hesitations or restarts, 1 more point was awarded for overall flow. Scoring by segments was: 1111 1110 + 1 = 8.

Sample: S2B
Score: 5

This represents a fair response, with four segments correct in pitch and rhythm. In the first segment the student sings scale degrees 1–2–4 (instead of 1–3–5), and the rhythm is also incorrect. Segment two is incorrect rhythmically, and the first pitch is sung as scale-degree 3 instead of 4. In segment three the student establishes a sense of tempo and rhythm, and the only pitch error is the final eighth-note, which is sung as F-natural. Beginning with segment four the rest of the melody is sung with correct pitch and rhythm, except for one error in segment six where the student substitutes scale-degree 4 for 3 on the sixteenth-note. Because the melody is sung with no hesitations or restarts, 1 more point was added for overall flow. Scoring by segments was: 0001 1011 + 1 = 5.

Sample: S2C
Score: 3

This represents a poor response. The only segments that are sung with accurate pitch and rhythm are the first and last, and each was awarded 1 point. One additional point was awarded for overall flow. The student does not stray from the original tonality, but there are errors in rhythm or pitch, or both, in segments two through seven. Scoring by segments was: 1000 0001 + 1 = 3.

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